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ABSTRACT

To evaluate the utility and appropriateness of the Vocational-Technical Education Consortium of States (V-TECS) curriculum materials used by vocational and technical instructors in Mississippi, a series of personal interviews were conducted with 62 program directors and 215 faculty members (from both the junior college and secondary levels) who had received the V-TECS materials. After analyzing the data, it was found that only 35% of the directors noted the V-TECS program as appropriate for their overall program and only 44% of the instructors used the program after having received the catalogs. The varied uses of the program and the reasons why the majority of instructors chose not to use the V-TECS materials were summarized. Based upon these summary points, it was concluded that the V-TECS materials are a compendium of outstanding research and planning by professions in the field and should be utilized in vocational technical programs, but with the following considerations: The catalogs, as they are now organized, should not be used as a student textbook; the instructors should be given extensive inservice training; the appropriate catalog should be selected for inservice programs and individual programs; and more coordination between high school and postsecondary programs is needed. (The interview questionnaires and schedules are appended to this document.) (Author/BM)

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ED145193

FINAL REPORT

Project Number: C-77-1 Grant Number: V-C-77-SB-1(77-1)

AN EVALUATION OF THE V-TECS CURRICULUM IN MISSISSIPPI

Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 012 960

Period Covered: August 15, 1976-August 15, 1977

OUTLINE FOR PROGRAM PERFORMANCE REPORTS
ADULT, VOCATIONAL, AND EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA) PROGRAMS

1. PROJECT NO.: C-77-1
2. GRANT NO.: V-C-77-SB-1(77-1)
3. TITLE OF PROJECT: An Evaluation of the V-TECS Curriculum in Mississippi
4. GRANTEE ORGANIZATION: University of Mississippi
5. PROJECT DIRECTOR: Dr Bob N. Cage
6. PERIOD COVERED: FROM August 15, 1976 TO August 15, 1977

7. ACCOMPLISHMENTS (including significant findings) DURING THIS PERIOD. (Key to approved project objectives. For educational personnel training programs, include progress made toward placement of trainees and institutionalization of programs.)

See appended abstract

8. MAJOR ACTIVITIES AND EVENTS.

See appended abstract

9. PROBLEMS.* (Describe any departures, including timing, from the original project plan; discuss special problems encountered or expected.)

N/A

10. PUBLICITY ACTIVITIES.* (Itemize all newspaper or magazine articles or other published materials about your project. A copy of each item should be attached. List all visits to the project site by educators from other organizations.)

N/A

11. DISSEMINATION ACTIVITIES.* (Describe method of dissemination; identify recipients of dissemination activities.)

See Final Report

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES.*

Completed

13. OTHER ACTIVITIES.*

N/A

14. STAFF EMPLOYMENT AND UTILIZATION.* (Note any changes in staff personnel or staffing plans by additions, departures, or revisions of percentage of time or other commitments to the project.)

N/A

15. STAFF DEVELOPMENT.* (Describe any inservice training for teachers, counselors, and supervisors and any other activities of a professional nature for project staff.)

N/A

* IF THERE IS NOTHING TO REPORT IN THIS SECTION, WRITE N/A.

16. PARTICIPANT CHARACTERISTICS: N/A

a. FOR ADULT EDUCATION TEACHER TRAINING *(13.402)* AND ALL EDUCATION PROFESSIONS DEVELOPMENT PROGRAMS *(13.416, 13.417, 13.503, 13.504, 13.505, 13.506, 13.545, and 13.546)* PROVIDE THE FOLLOWING DATA FOR PARTICIPANTS:

PARTICIPANTS	AMERICAN INDIAN		ORIENTAL		NEGRO/ BLACK		SPANISH-SURNAMED		ALL OTHERS		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
PRIMARY[1]											
ADMINISTRATORS											
GUIDANCE COUNSELORS											
TEACHER COUNSELORS											
TEACHER MEDIA SPECIALISTS											
TEACHER TRAINERS											
TEACHERS											
PARAPROFESSIONALS											
OTHERS *(Specify)*											
SECONDARY[2]											
TOTALS											

[1] PARTICIPANTS FOR WHOM THE TOTAL PROJECT WAS DESIGNED
[2] PARTICIPANTS WHO RECEIVED PARTIAL, SHORT-TERM, OR INTERMITTENT TRAINING.

b. FOR ADULT EDUCATION SPECIAL PROJECTS *(13.401)* PROVIDE THE FOLLOWING DATA FOR TARGET GROUPS:

AGE GROUPS	AMERICAN INDIAN		ORIENTAL		NEGRO/ BLACK		SPANISH-SURNAMED		ALL OTHERS		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
16 - 24											
25 - 34											
35 - 64 OR OVER											
TOTALS											

SIGNATURE OF PROJECT DIRECTOR: Bob U Cope DATE: 8-5-77

GSA DC 75-2637

AN EVALUATION OF THE V-TECS CURRICULUM IN MISSISSIPPI

ABSTRACT

The purpose of this study was to evaluate the utility and appropriateness of the V-TECS curriculum materials used by vocational and technical instructors in Mississippi.

A series of personal interviews were conducted with 62 program directors and 215 faculty members having received the V-TECS materials. The interviews with directors were conducted at 16 junior colleges and 46 secondary schools. A total of ninety-three secondary schools were the sites for the interviews with the faculty members.

The interviews were conducted in the fall, 1976 and spring, 1977. Trained interviewers from the Bureau of Educational Research, the University of Mississippi visited each school campus and conducted a personal interview with the directors and instructors. The data were coded, tabulated and analyzed using the computer facilities at the University of Mississippi.

Of the 62 directors interviewed, only 34 (55%) had looked at one or more V-TECS catalogs. Of these 34, 22 (65%) had encouraged their faculty to use them. Sixty-three percent of the directors had done nothing to coordinate V-TECS programs in their schools; only 5 percent reported they had incorporated V-TECS into their regular program. This is in contrast to the instructor's reporting in that 30 percent of them indicated V-TECS materials had been incorporated in their schools. Only 35 percent of the directors noted the V-TECS program as appropriate overall.

Of the 215 instructors who had received V-TECS materials and were interviewed in the spring, only 65 had chosen to continue the use of the materials from the fall term. Twenty-six instructors using the materials in the fall had chosen not to use V-TECS materials in the spring, giving the reason they preferred other materials better. Ninety of these instructors indicated in the fall term they expected to use a V-TECS catalog in the spring, however only 20 (22%) actually did. The 70 persons who chose not to use a catalog did so because of insufficient time to implement it; preferred not to use it; or the catalog content was not

applicable to their school's program. An additional 33 instructors had received catalogs since the fall term, eleven of whom implemented them in the spring term. The total number of V-TECS users was 95 instructors or 44% of the 215 having received the catalogs.

The majority of these 95 vocational and technical instructors:

1) chose to use the catalogs in both small and large classes,
2) chose to let students (58%) have access to the catalogs, even to the extent of using them as a textbook,
3) chose to use only parts of the catalog rather than all of it,
4) chose to use the catalog less than half of the time for instructional purposes,
5) found the format of the catalog appropriate,
6) found the performance objectives appropriate,
7) said the catalogs adequately identified all the job performance requirements for their fields,
8) found the catalogs adaptable to their particular program situation,
9) said the performance tests and check-out activities were appropriate for their teaching situation,
10) gave letter grades to conform to school policy even though they kept records based upon satisfactory-unsatisfactory performance and
11) said their program (56%) was coordinated with either a high school or junior college program nearby.

The majority of those instructors choosing not to use the V-TECS materials did so because they:

1) did not know how to use the catalogs or did not have sufficient in-service training to know how to teach from the catalogs,
2) found their regular or other materials more appropriate for what they were teaching,
3) did not have time to implement the V-TECS materials,
4) did not believe the materials to be applicable to what they were teaching,
5) found the reading level too advanced for their students,
6) found the arrangement or format of the catalogs inappropriate,
7) said the catalog did not cover the skills required to be learned in their program, and

8) found they had to provide supplemental instruction, therefore they would use their regular course materials.

Based upon these summary points, the following conclusions and recommendations are made:

1. The V-TECS materials are a compendium of outstanding research and planning by professionals in the field and should be utilized in vocational-technical programs in Mississippi with the following limitations:

a) The V-TECS catalogs, as they are now printed and organized, should not be used as a student textbook.
b) The instructors should be given extensive in-service training prior to and during the use of the catalogs.
c) The catalogs are available in several formats from the V-TECS Consortium. These should be secured, studied and utilized as appropriate in in-service programs and individual programs.
d) More coordination between high school and post-secondary programs is needed so that the curriculum can be a continuous and meaningful experience for the students during this time period.

AN EVALUATION OF THE V-TECS CURRICULUM IN MISSISSIPPI

by

Bob N. Cage

July, 1977

Bureau of Educational Research
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University, Mississippi 38677

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AN EVALUATION OF THE V-TECS
CURRICULUM IN MISSISSIPPI

The evaluation and analysis of data contained herein were conducted under Letter of Agreement by and between the State Department of Education, Division of Vocational and Technical Education and the Bureau of Educational Research, University of Mississippi.

Funds for this evaluation were provided under Part C of Public Law 90-576, Vocational Education Amendments of 1968.

This report represents the final report of data analyses following interviews conducted and data collected in Spring, 1977.

Bob N. Cage
Director

Suzanne Zuccaro
Coordinator

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PART I

HISTORY OF V-TECS

The Vocational-Technical Education Consortium of States (V-TECS) is an operating unit of the Commission on Occupational Education Institutions, Southern Association of Colleges and Schools (COEI/SACS). COEI/SACS is a private, non-profit organization which has as its purposes:

1) accreditation of institutions eligible for membership

2) general evaluation activities and

3) research activities related to the first two purposes

The Consortium was officially formed as of July 1, 1973 by action of the Board of Trustees of the Southern Association of Colleges and Schools. This action taken by the Board of Trustees was made on the basis of three signed agreements from the states of Alabama, Mississippi and Georgia. Letters of intent to join from Texas, Kentucky, Florida and Michigan were also used in the decision.

The primary purpose of V-TECS was to develop valid catalogs of performance objectives, criterion-referenced measures and performance guides for learners in vocational-technical education. V-TECS developed the performance objectives based upon a uniform procedure consisting of:

1) development of task statement booklets by a domain of job titles

2) selection of a representative random sample of incumbent workers within the state which is developing the catalog

3) administration of the task statement booklets to the incumbent worker sample

4) computerizing an analysis of information collected from the sample in terms of time spent on tasks, difficulty of tasks, etc.

5) conversion of the task statements into performance objectives with companion criterion-referenced measures, and

6) administering a comprehensive field test and dissemination program.

Since uniform procedures are used throughout the Consortium, a high degree of confidence has resulted in the materials to be shared by the member states and agencies. This advantage has enhanced the transportability of products, with, to date, a limited amount of adaptation needed by user states.

V-TECS has several secondary purposes as it develops and operates. These secondary purposes are to:

1) share research and developmental costs

2) minimize duplication of effort in occupation analysis and curriculum development

3) share the expense of expensive computer equipment

4) share the cost of expensive technical personnel

5) promote the concept of performance-based vocational-technical education with the student as the focal point, and

6) reduce costs of material development through improved project management techniques.

V-TECS is governed by a policy-making Board of Directors. This Board is composed of one member from each participating state who is appointed by the State's Director of Vocational Education. The Community College of the Air Force and the U.S. Naval Education and Training Command are associate members due to their accredited status with the COEI and their expertise in performance-based instruction.

The Consortium submits a yearly report to be approved by the V-TECS Board of Directors. Each of these annual reports presents a straight-forward account of V-TECS activities since the previous report. Each report is divided into two sections: 1) the main body or narrative of the report, and 2) a comprehensive series of appendices for those readers who want more detail on certain aspects of V-TECS. The First Progress Report of the Vocational-Technical Education Consortium of States was released in March, 1974. The Second Progress and Information Report was dated May, 1975 and The Third Progress and Information Report, July, 1976.

Since it's beginning in July, 1973, the Consortium has experienced steady growth and development. Membership is presently composed of 13 states and two associate member agenices. The member states are Alabama, Delaware, Florida

Georgia, Indiana, Kentucky, Louisiana, Maryland, Michigan, Mississippi, South Carolina, Tennessee and Virginia. The two associate members are the U.S. Air Force Air Training Command, represented by the Community College of the Air Force, and the U.S. Naval Education and Training Command.

Two data banks were developed and are maintained by V-TECS which provide rapid access by the use of a computer and/or computer terminal. The occupational information data bank and the catalog data bank are linked by a common file system using the computer. This provides for an infinite number of catalogs to be completed with associated occupational data to meet the specific needs of a national, regional, state or local request. This capability provides V-TECS member states the potential of requesting catalogs as simple or as complex as necessary. The catalogs of performance objectives, criterion-referenced measures, and performance guides are computerized by U.S.O.E. cluster and D.O.T. classification. Catalogs can be stored and retrieved to meet the special requirements of various user groups in vocational education, i.e., curriculum researchers, program planners, teachers, program supervisors, curriculum developers, and other decision-makers.

Included in the Appendix of this report is a list of the Board of Directors, Alternates and Technical Coordinators of V-TECS and State Directors of Vocational Education in member states. Also included is the organizational plan for V-TECS.

PART II

DATA ANALYSES

The State Department of Education, Division of Vocational and Technical Education, contracted with the Bureau of Educational Research, University of Mississippi to evaluate the utility and appropriateness of the V-TECS curriculum materials that had been distributed to vocational-technical teachers throughout Mississippi.

A series of interviews were conducted with directors and faculty members (who had received the V-TECS materials) at the various junior colleges, high schools, and vocati nal complexes throughout the state. These interviews represented a follow-up to those conducted during Fall, 1976 in an endeavor to determine the extent of adoption of these materials into vocational-technical programs. Information was sought concerning appropriateness, readability, usefulness, and limitations of the materials.

The data obtained from the follow-up interviews with the directors of the vocational-technical programs are presented, followed by data from the faculty members who had received the V-TECS materials.

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Program Directors

Of the 62 directors interviewed, 46 (74%) were from secondary schools and 16 (26%) were from post-secondary schools (junior colleges). Thirty-four directors (55%) had reviewed one or more of the catalogs since the initial interviews while 28 (45%) had not.

Those directors who had reviewed one or more catalogs were asked what input they provided to their faculty regarding use of the V-TECS materials. They responded as follows:

Table I

Responses from 34 Directors Concerning Use of Catalogs

Type of Input	Number	Percent
Used to coordinate instruction between secondary & post-secondary programs	2	6%
Encouraged use	22	65%
No response	5	14%
Used to set up goals and objectives	1	3%
Discussed in faculty meeting	3	9%
Used to plan for coming school year	1	3%

Each director was asked what efforts had been made to coordinate V-TECS programs in his school. The three most

frequent responses to this question were "None" (63%), "Instructors encouraged to use V-TECS" (11%), and "Have incorporated V-TECS into our program" (5%). A complete listing of responses to this question can be found in the Appendix.

When asked what joint efforts had been made in the area of curriculum coordination between their schools and others in the area, directors gave a wide variety of responses. The single most frequent response was "Very little or none" (72.8%). A complete listing of responses to this question can be found in the Appendix.

In response to a request for an overall evaluation of the V-TECS program on a scale from 1 to 6, with "6" as high and "1" as low, directors rated the program as follows:

Table II

Ratings of 62 Directors of V-TECS Program

Rating	Number	Percent
1	3	5%
2	1	2%
3	12	19%
4	9	15%
5	20	32%
6	2	3%
No Response	15	24%

When asked to explain their ratings, the directors gave numerous and varied responses. The three most frequently occurring responses were "No Response" (29%); for higher ratings, "Material is very good" (11%); and for lower ratings, "Too much detail" (10%). A complete listing of responses to this item can be found in the Appendix.

The questionnaire developed for use with vocational directors is also found in its entirety in the Appendix.

Demographic Data on All Instructors Interviewed

Two hundred fifteen vocational-technical instructors were interviewed at ninety-three schools throughout the state. One hundred fifty of these instructors (70%) taught at the secondary level and 65 (30%) taught at the post-secondary level. Table III on the following page depicts the types of catalogs utilized by these instructors.

Table IV contains data concerning the number of years these instructors had taught their respective curriculums.

Instructors were asked to specify their type and number of years of previous teaching experience. Their responses are given in Table V.

Of the 215 instructors interviewed, 65 who had used the catalogs during the fall continued to use them in the spring. Twenty-six instructors had discontinued their use for the spring semester, with half of these instructors

Table III

Types of Catalogs and Number of Instructors Using Them

Type of Catalog	Number Using
Gardening/Groundskeeping	6
Dental Assistant	1
Plumbing	7
Auto Body Repairman	13
Cashier-Checker	14
Food Management, Production and Services Occupations	15
Secretarial, Stenographic, Typing and Related Occupations	41
Machine Shop	42
Child Care Worker	8
Carpenter	39
Tractor Mechanic	20
Data Processing	9
Auto Mechanic	3
Industrial Sewing	1

Table IV

Number of Years and Respective Teachers Teaching Curriculum

Years Teaching Curriculum	Number of Teachers
1	7
2	22
3	28
4	24
5	17
6	17
7	19
8	16
9	6
10	9
11	9
12	2
13	8
14	4
15	3
16	1
17	1
18	4
19	2
21	2
23	3
24	2
27	1
28	1
30	2
31	1
32	1
33	1

Table V

Previous Experience and Number of Years Teaching

Type of Previous Experience	Number of Years	Number of Teachers
Military	2	1
	3	1
	5	2
	6	1
Junior High School	1	4
	2	3
	3	1
	4	1
	6	1
	10	1
High School	1	6
	2	9
	3	10
	4	2
	5	5
	6	2
	7	3
	8	2
	9	1
	10	2
	11	4
	13	1
	14	2
	20	1
	22	1
	23	1
Junior College	1	3
	2	1
	3	2
	4	1
	5	2
	6	2
	8	1
	10	1
	11	1
	13	1
	22	1

Table V

(cont.)

Type of Previous Experience	Number of Years	Number of Teachers
College	2	2
	8	1
Other (including related industry, adult education course, elementary school)	1	5
	2	5
	4	3
	5	3
	6	1
	10	1
	22	1
	27	2
	30	1

citing preference for other teaching materials as the reason for the discontinuation. Others stated that the courses referenced by their V-TECS catalogs were not taught during the spring semester.

A second group of instructors, those who did not use the materials during first semester, indicated their intentions to use the materials during second semester. Of this group, 20 had used the catalogs second semester and 70 had not. The three most frequently mentioned explanations of this latter group were: (1) insufficient time for implementing catalog (2) preference for materials already in use, and (3) nonapplicability of V-TECS materials to

schools program.

Thirty-three instructors had recently received V-TECS materials from the RCU, Mississippi State University. Of these instructors, ten had implemented the catalogs into their curriculums and 23 had not.

Of the recent recipients who were not utilizing the materials, 15 had reviewed their materials; 4 had used the V-TECS materials to revise existing courses at their schools; one had used it to develop a new course.

Use of V-TECS Curriculum

The 95 instructors implementing V-TECS materials in their courses at sometime during 1976-77 were asked for the number of students in classes using these materials. The size and number of classes are indicated in Table VI.

Ninety-one instructors (95%) indicated they used only parts of the V-TECS catalogs, with 4 (4%) using the entire catalog. When asked if the reading level of the catalogs was appropriate for their use, 92 instructors (97%) responded affirmatively. Those responding negatively indicated the reading level was too advanced for their students.

Table VII indicates the percent of time these instructors used the catalogs in their courses and the corresponding number of instructors.

Table VI

Sizes of Classes Using V-TECS and Corresponding Number of Classes

Number of Students in Class	Number of Classes
0-5	2
6-10	1
11-15	10
16-20	8
21-25	17
26-30	25
31-35	9
36-40	14
41-45	5
46 or more	5

Table VII

Percent of Time Catalog Used and Respective Number of Instructors

Percent of Time	Number of Instructors
0-25%	52
26-50%	29
51-75%	10
76-100%	5

As evidenced by the above table, over one-half the instructors used V-TECS on a quarter-time basis or less and 86% of them used the materials on a half-time basis or less. Also 89 of these instructors (93%) used V-TECS as a supplement to their regular classroom materials.

Eighty-one instructors (85%) said the format of the catalog was appropriate. Those who indicated the format was inappropriate gave such reasons as "no sequence" (disorganization), "too advanced", and basic skills not arranged properly. Ninety-nine percent of the instructors said the performance objectives for each task were clearly stated. One instructor said they could be more specific. All instructors affirmed that the job performance guides followed the performance objectives closely.

Instructors were asked whether the catalogs adequately

identified all the job performance requirements for their fields. Seventy-six instructors (79%) answered positively and 19 (20%) answered negatively. Those responding negatively gave such reasons as "no book covers all requirements" and "the catalogs do not cover all the skills."

All 95 instructors (100%) indicated they emphasized in their teaching those tasks performed most often by people actually working in the field. When asked if they found their catalogs adaptable to their particular program situations, 88 instructors (92%) responded favorably and 8 (8%) responded unfavorably. Those responding favorably made comments about the catalogs being too advanced, no index, no organization, and catalogs not set up for shop activities.

Fifty-seven instructors (58%) gave their students access to their catalogs. Table VIII indicates the percentage of an instructor's catalog to which their students had access and the respective number of teachers for that percentage.

Table VIII

Percentage of Catalog Used by Students

Percentage	Number of Teachers
0-25%	17
26-50%	6
51-75%	3
76-100%	31

As evidenced by the preceding table, over one-half of these instructors gave their students access to three-quarters or more of the catalog. Thirty-eight of the 57 instructors (67%) duplicated or xeroxed materials from the catalogs and handed them out to students. V-TECS catalogs were used as desk references by 16 of the remaining 19 instructors.

In response to the question "Are students able to read the material and understand it on their own?" 48 of the 57 answered "yes" and 9 answered "no". Six of the 9 instructors responding "no" said the reading level of the catalog was too advanced. Fifty of the 57 instructors affirmed that the directions for using the catalogs were stated so the student clearly understood what was expected of him.

These 57 instructors were also asked if students progressed at different rates through the catalog. Fifty-six of them replied in the affirmative. Supplemental instruction was provided for less advanced students by 53 of these instructors. Only 12 of the 57 instructors indicated that all their students began with the first lesson in the catalog.

Seventy-three of the 96 instructors implementing V-TECS (77%) used their catalogs as guides for developing individualized instructional materials for their classes. Eleven

of the 21 not using V-TECS as a guide for developing individualized instructional materials indicated that plans were being made to develop such materials in the near future.

Records of job-centered tasks mastered by students were kept by 78 instructors (81%). Performance objectives (either written or oral) were provided to students prior to instruction by 92 instructors (96%).

When asked if the performance tests and check-out activities given in the catalog were appropriate for their teaching situation, 84 instructors (88%) replied favorably. Five of the 11 instructors replying unfavorably preferred their own tests and activities. Fifty-nine instructors (62%) used the "instructor's activity checklists" provided in the catalog. Twelve of the 36 not using them preferred their own checklists. Personal checklists or critique sheets for evaluating students were used by 90 instructors (94%).

The students of 92 instructors (97%) were tested on the basis of actual performance of tasks. When asked how they graded their students, instructors responded as shown in Table IX on the following page.

The V-TECS catalogs helped only 54 instructors (57%) in analyzing tool, equipment, supply and instructional material needs for their classes. Twenty-two of the 41 instructors not using V-TECS for this purpose stated they

Table IX

Grading System and Respective Number of Instructors

Grading System	Number of Teachers
Letter	59
Number	12
Number & Letter	9
Superior, Medium, Poor	1
Points	6
Points & on the job	2
Pass-Fail on performance; letter grade on tests	1
Satisfactory or Unsatisfactory	1
Percentage	3
Letter & Points	1

already had materials and equipment. Ninety-four instructors (98%) were able to use their catalogs with existing materials and/or media. Only 12 instructors (13%) were forced to order additional materials and/or media in order to use their catalogs.

V-TECS catalogs were used to update and revise the program objectives and/or course outline used in the classes of 85 instructors (89%). Nearly two-thirds of the instructors

using V-TECS materials (64%) believed a higher level of math skills was not required by students using V-TECS materials, as compared to those using the regular curriculum. Slightly over one-half of the instructors (56%) said their vocational-technical programs were coordinated with either a high-school vocational program or a junior-college vocational program nearby. Eighteen of these same instructors indicated that V-TECS materials were utilized to some degree in the coordination.

Instructors were asked if they would be willing to attend a workshop in their area that taught the same subject matter concerning curriculum coordination. Ninety-five instructors, 100% of those responding to this question, answered affirmatively. Forty instructors (42%) had met with another faculty member who teaches the same subject matter about the content of the catalogs. The V-TECS materials were helpful to 81 instructors (85%) in coordinating their efforts with the needs of the industry.

When asked if their CRAFT committees had reviewed their catalogs, only 23 instructors (20%) indicated they had. Eleven of these 23 stated their committees had given their approval of the catalog's use. Twenty-three instructors also expressed familiarity with the guide "Using V-TECS Catalogs in Advisory Committee Reviews."

Seventy instructors (73%) had comments or recommendations concerning the catalogs. The most frequent comment was praise of the well-executed writing of materials in the catalogs. Fifteen of the 70 instructors gave such a comment. Five additional instructors commented on the helpfulness of the material to their teaching. In the area of improvement, each of the following suggestions was mentioned by at least three instructors: simplification of catalog for less advanced students, making available more copies of the catalogs, need for student manuals to accompany catalogs, and helpfulness for beginning teachers. Four instructors indicated they felt the catalogs to be insufficient by themselves and best used as supplements. Other comments and recommendations were made concerning a variety of aspects about the catalogs. Several instructors expressed the need for more instruction to prepare teachers for employing them in the classroom. The arrangement/organization aspect of the catalogs concerned other instructors. They wanted the catalog organized from basic to advanced levels and a table of contents or index. The difficulty level of the catalog was the subject of comment for other instructors. Some wanted it to be more advanced for junior college students and others more detailed. A few wanted it to be more basic and a few commented on it not being sufficiently advanced for their

students. Some instructors said the catalog was too advanced for learning beginning skills. The following additional materials were suggested for inclusion in the catalogs: (1) employ basic math skills in the catalogs 2) develop an illustration/diagram/drawing for each task (3) provide more depth on food services and preparation in the Food catalog (4) provide more detailed job sheets and operation sheets (5) indicate a time allotment for each task to aid lesson planning (6) include more job tasks, and (7) provide instruction on cash register in cashier-checker catalog.

Praise for the catalog included comments on it being the best material available in Mississippi, the ease of use, usefulness as reference material, and the checklists. Complaints centered upon its repetition of previous materials, and its complexity and comprehensiveness. Two physical changes were suggested: division of each catalog into several smaller volumes and condensation of each catalog. One machine shop instructor noted the reference in his catalog to Machinist Handbook, a booklet not available in Mississippi.

All 215 instructors were asked if they could have used the V-TECS catalog more effectively if provided with more in-service training on the use of the catalog. One hundred

fifty-two (71%) replied affirmatively and sixty-two (29%), negatively. These instructors were also asked the type of in-service program best suited to their needs. Seventy-nine instructors did not respond to this question. Forty-nine of the 136 who did respond wanted a workshop dealing specifically with their area. Ten others wanted one involving instructors in their area who had used the catalog. Eight instructors wanted an in-service program concerning: (1) curriculum development based on V-TECS catalogs (2) implementing V-TECS in classroom (3) developing instructional materials to accompnay V-TECS catalogs. An additional six instructors requested a program in using catalogs to their fullest potential. Three instructors suggested each of the following topics: (1) coordination with other programs (2) development of a curriculum for disadvantaged or special education students (3) use of audio-visual materials, and (4) any type of program. Other program suggestions included developing class projects based on V-TECS, using objectives in catalogs, coordinating catalogs with other texts in the field, and coordinating skills in the catalogs with needs of industry. Additional subjects included review of catalog, curriculum for junior-high vo-tech students, V-TECS for reference purposes, lesson planning, individualization of instruction, development of student projects, and a metric

system workshop in adapting the system to sewing. Two unique requests were for a program to consider adoption of a state-wide outline and one to provide Mississippi business teachers with the table of contents and cross-referencing materials developed by Alabama business teachers based upon the V-TECS Secretarial catalog.

Eighty-seven instructors (41%) had a copy of Trade And Industrial Education (Teachers Handbook). Twenty-nine carpentry teachers had a copy of Residential Carpentry in addition to their V-TECS carpentry catalog. These carpentry instructors were asked to compare the V-TECS carpentry catalog with Residential Carpentry. All but four of them had an opinion concerning their preference between the two catalogs. Fifteen preferred Residential Carpentry for various reasons: simpler, more self-explanatory, more student-geared information, more complete, more practical, and better for making transparencies. Eight instructors said the catalogs were much the same, compared favorably, or were inseparable. One carpentry instructor stated that Residential Carpentry was too advanced for his high school students and another replied that it was best used as reference material.

Of those instructors not using V-TECS materials, 13 plan to use them at some time in their coursework and five do not.

The questionnaire used with the instructors interviewed is found in the Appendix. Also included is a comprehensive listing of the schools visited by the V-TECS interviewing staff, the number of faculty members interviewed at each and whether the director at that school was interviewed or not.

PART III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The staff of the Bureau of Educational Research, University of Mississippi, interviewed 215 instructors and 62 directors of vocational and technical programs during Spring, 1977. These persons were located in 93 different schools or campuses of the same school.

Of the 62 directors interviewed, only 34 (55%) had looked at one or more V-TECS catalogs. Of these 34, 22 (65%) had encouraged their faculty to use them. Sixty-three percent of the directors had done nothing to coordinate V-TECS programs in their schools; only 5 percent reported they had incorporated V-TECS into their regular program. This is in contrast to the instructor's reporting in that 30 percent of them indicated V-TECS materials had been incorporated in their schools. Only 35 percent of the directors noted the V-TECS program as appropriate overall.

Of the 215 instructors who had received V-TECS materials and were interviewed in the spring, only 65 had chosen to continue the use of the materials from the fall term. Twenty-six instructors using the materials in the fall had chosen not to use V-TECS materials in the spring, giving the reason they preferred other materials better. Ninety

of these instructors indicated in the fall term they expected to use a V-TECS catalog in the spring, however only 20 (22%) actually did. The 70 persons who chose not to use a catalog did so because of insufficient time to implement it; preferred not to use it; or the catalog content was not applicable to their school's program. An additional 33 instructors had received catalogs since the fall term, eleven of whom implemented them in the spring term. The total number of V-TECS users was 95 instructors or 44% of the 215 having received the catalogs.

The majority of these 95 vocational and technical instructors:

1) chose to use the catalogs in both small and large classes,

2) chose to let students (58%) have access to the catalogs, even to the extent of using them as a textbook,

3) chose to use only parts of the catalog rather than all of it,

4) chose to use the catalog less than half of the time for instructional purposes,

5) found the format of the catalog appropriate,

6) found the performance objectives appropriate,

7) said the catalogs adequately identified all the job performance requirements for their fields,

8) found the catalogs adaptable to their particular program situation,

9) said the performance tests and check-out activities were appropriate for their teaching situation,

10) gave letter grades to conform to school policy even though they kept records based upon satisfactory-unsatisfactory performance, and

11) said their program (56%) was coordinated with either a high school or junior college program nearby.

The majority of those instructors choosing not to use the V-TECS materials did so because they:

1) did not know how to use the catalogs or did not have sufficient in-service training to know how to teach from the catalogs,

2) found their regular or other materials more appropriate for what they were teaching,

3) did not have time to implement the V-TECS materials,

4) did not believe the materials to be applicable to what they were teaching,

5) found the reading level too advanced for their students,

6) found the arrangement or format of the catalogs inappropriate,

7) said the catalog did not cover the skills required to be learned in their program, and

8) found they had to provide supplemental instruction, therefore they would use their regular course materials.

Based upon these summary points, the following conclusions and recommendations are made:

1. The V-TECS materials are a compendium of outstanding research and planning by professionals in the field and should be utilized in vocational-technical programs in Mississippi with the following limitations:

a) The V-TECS catalogs, as they are now printed and organized, should not be used as a student textbook.

b) The instructors should be given extensive in-service training prior to and during the use of the catalogs.

c) The catalogs are available in several formats from the V-TECS Consortium. These should be secured, studied and utilized as appropriate in in-service programs and individual programs.

d) More coordination between high school and post-secondary programs is needed so that the curriculum can be a continuous and meaningful experience for the students during this time period.

A P P E N D I X

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Technical Coordinators in Member States

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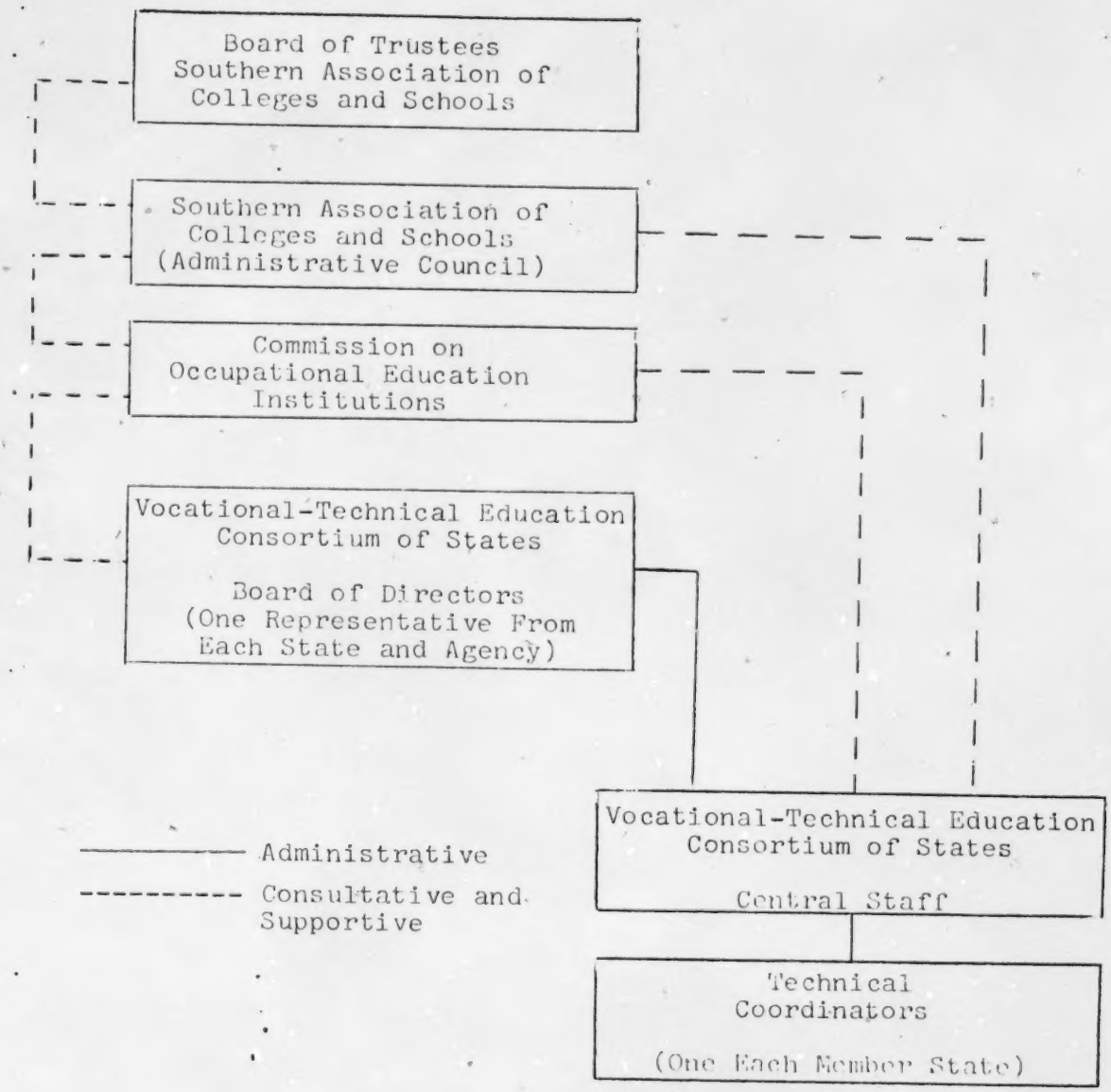

Organizational Plan for V-TECS
A Consortium to Produce Performance Objectives and
Criterion-referenced Measures in Occupational Education

FINAL CATALOGS AVAILABLE

AT V-TECS

Project Number	Project Description
Alabama	
1112	Radio/TV
1120	Nurseryman
1122	Auto Parts Clerk
1124	Alterationist
1125	Cosmetologist
Delaware	
Florida	
1221	Auto Body
1222	Turf Management
1223	Auto Mechanic
1238	Hospital Ward Clerk
1239	Tax Collector
1299	Housing Manager
Georgia	
1331	Data Processing
1332	Machine Operator
Indiana	
Kentucky	
1441	Dental Assistant
1442	Tractor Mechanic
1443	Cashier/Checker
1444	Carpenter
1445	Teller
1446	Child Care
1456	Drapery Worker
Louisiana	
Maryland	
Michigan	

Catalogs Available (cont.)

Project Number	Program Description
Mississippi	
1551	Plumbing
1552	Landscaping
1563	Cotton Gin Operator
1564	Industrial Sewing
South Carolina	
Tennessee	
Virginia	
1771	Secretary
1772	Food Service
1789	Nurse Aide

V-TECS CATALOGS

IN PROGRESS

Project Number	Program Description
Alabama	
1111	Air Conditioning
1121	Bookkeeper
1123	Lic. Practical Nurse
1126	Bricklayer
1131	Travel Agent
1132	Cattle Rancher
1133	Homemaker
Delaware	
3001	Sheet Metal
3002	Warehousing
Florida	
1236	Welder
1237	Floriculture
1241	Dressmaking
1242	Medical Lab Assistant
1244	Homemaker
Georgia	
1343	Programmer
1344	Emergency Medical Technician
1355	Electronic Technician
1356	Appliance Repair
Indiana	
3331	Agrichemical
3332	Drafting
Kentucky	
1453	Electrician
1454	Legal Secretary
1455	Medical Assistant
1457	Floral Sales
1458	AG Parts Clerk
1461	Appliance Sales
1462	Homemaker

V-TECS Catalogs in Progress (cont.)

Project Number	Program Description
Louisiana	
2095	Ship Operations
2096	Hotel/Motel Management
2011	Petroleum Technician
2012	Oilfield Technician
2013	Water/Waste WTR
2014	Patrolman
2015	Diesel Mechanic
2021	Retail Credit
2022	Butcher
2023	Domestic Service
2024	Banking Clerk
Maryland	
3221	Executive Secretary
3222	Word Processing
3223	Janitor
Michigan	
3441	Security Guard
3442	Printing
Mississippi	
1571	Health Care Worker
South Carolina	
2132	Textile Production
2133	Small Engine Repair
2144	Homemaker
2145	Business Machine Repair
Tennessee	
3111	House Electrician
3112	Cabinetmaker
3113	Homemaker
Virginia	
1788	Logging
1790	Farm Equipment CPR
1791	Mine Equipment CPR

LIST OF SCHOOLS VISITED

FOR V-TECS EVALUATION

Name of School	Director Interviewed	Number of Faculty
Oxford Business & Industrial Complex	Yes	5
Noxubee County Voc. Complex	Yes	3
West Kemper High School	No	1
East Kemper High School	No	1
John Stennis Voc. Complex	Yes	3
Meridian Junior College	Yes	3
Ross Collins Voc. Complex	Yes	2
Hickory High School	No	1
Decatur High School	No	3
East Central Junior College	Yes	3
Forest-Scott County Voc. Complex	Yes	5
South Leake High School	Yes	2
Carthage High School	No	3
Northeast Miss. Junior College	Yes	6
New Albany Voc. Complex	Yes	3
Southaven High School	Yes	1
Lumberton High School	No	1
Itawamba Junior College	No	3
Carver Junior High School	No	1
Tupelo-Lee County Voc. Complex	Yes	5
Itawamba Voc. Complex	Yes	3
Pontotoc Voc. Complex	Yes	3
Starkville Voc. Complex	Yes	1
S. D. Lee High School	Yes	1
Caldwell High School	No	1
West Point Voc. Complex	Yes	3
Houston Voc. Complex	Yes	1
Aberdeen Voc. Complex	Yes	1
Smithville Voc. Complex	No	1
Amory Voc. Complex	Yes	2
Marion County Voc. Complex	Yes	4
Jefferson Davis County Voc. Complex	Yes	4
Rowan High School	Yes	1
Tishomingo Voc. Complex	Yes	2
Picayune Voc. Complex	Yes	3
Rosa Fort High School	No	1
Horn Lake High School	No	1
Tunica Junior High School	No	1
West Lauderdale High School	No	1

Name of School	Director Interviewed	Number of Faculty
Hernando High School	No	1
Utica Junior College	Yes	3
Murrah High School	Yes	1
Madison County Voc. Complex	Yes	1
Holmes County Junior College	No	2
Hinds County Voc. Complex	Yes	4
South Pike High School	No	2
Copiah Agricultural High School	No	1
Holly Springs Voc. Complex	No	2
DeSoto County Voc. Complex	Yes	3
Northwest Miss. Junior College	Yes	4
Senatobia High School	No	1
North Panola Voc. Complex	Yes	2
Broad Street High School	No	1
Quitman County Voc. Complex	Yes	4
Coahoma Junior College	Yes	5
Lincoln High School	No	1
Greenwood Voc. Complex	Yes	1
Amanda Elzy High School	No	1
Greenville Voc. Complex	Yes	4
Miss. Delta Junior College	Yes	4
Jones County Junior College	Yes	4
A. P. Patheree Voc. Complex	Yes	3
Richton High School	No	1
South Jones High School	No	2
Watkins High School	No	5
Moss Point Voc. Complex	Yes	5
Pascagoula Voc. Complex	No	1
Harrison County Voc. Complex	Yes	1
Lanier High School	No	5
Copiah-Lincoln Junior College	Yes	5
Brookhaven Voc. Complex	Yes	4
Southwest Miss. Junior College	No	4
Golden Triangle Voc. Complex	Yes	1
Leland Voc. Complex	Yes	2
Jim Hill High School	No	1
Winona Voc. Complex	Yes	2
Grenada Voc. Complex	Yes	1
St. Martin High School	No	1
Oakley Training School	Yes	2
C. C. Dean High School	No	1
Gentry High School	Yes	1
Olive Branch High School	No	1
Pearl River Junior College-Poplarville	Yes	6

Name of School	Director Interviewed	Number of Faculty
Pearl River Junior College-Bay St. Louis	Yes	3
Hinds Junior College-Vicksburg	Yes	1
Hinds Junior College-Jackson	No	2
Hinds Junior College-Raymond	No	2
Miss. Gulf Coast Junior College-Gautier	Yes	3
Miss. Gulf Coast Junior College-Gulfport	Yes	3
Independence High School	No	1
Callaway High School	Yes	1
Prentiss High School	Yes	3
George County Occupational Training Center	Yes	1

COMPLETE LISTING OF RESPONSES TO QUESTION #2, DIRECTOR'S FORM: What effort has been made to coordinate V-TECS programs in your school? *

Responses	Number of Directors
None	39
Special consultant to work with all instructors to coordinate all available materials	1
Each teacher responsible for coordinating V-TECS in his area	1
Instructors encouraged to use V-TECS	7
Have incorporated V-TECS into our program	3

*Only those responses having a direct bearing on the question are given.

COMPLETE LISTING OF RESPONSES TO QUESTION #3, DIRECTOR'S FORM: What joint efforts have been made in the area of curriculum between your school and others in your area? *

Responses	Number of Directors
Very little or none	45
Secondary and Post-secondary directors have discussed the need for coordinating curriculum	1
Meeting of vocational directors in our district to discuss coordination	1
Worked with junior college in our area to prevent duplication	2
Working toward a coordination plan with nearby junior college	2
Workshop to coordinate programs in our junior college district	1
Have developed a joint student vocational profile to evaluate students going from secondary to post-secondary level	1
Have a vocational council that meets quarterly for this purpose	2
Accomplished through in-service	1
Meetings are held for this purpose	1

*Only those responses having a direct bearing on the question are given.

COMPLETE LISTING OF RESPONSES TO QUESTION #4, DIRECTOR'S FORM: Explain your rating of the V-TECS program.

Responses	Number of Directors
Material should be explained more thoroughly to teachers	4
Information is good but not complete or up-to-date	2
Could be effective if utilized properly	1
Too much detail (or too comprehensive)	6
Need to include more areas	2
Lack of supervision from state level to see that it is carried out	1
Teachers need to be shown how to use it	2
Program not effectively executed	1
Does not fit all program situations	1
Instructor must add much to it	1
No Response	19
Makes teaching and learning more effective	1
Material can serve as a real guide for teacher program planning	1
Helpful program for teachers	2
Has value and excellent potential toward coordination of secondary and post-secondary program	1
Very good material	7
Very Professional.	2
Excellent as reference and resource	1

Listing of Responses to Question #4 (cont.)

Responses	Number of Directors
Gives more students an opportunity to obtain saleable skills in high school	1
Good foundation on which to build an instructional program	1
Very good objectives	1
Great for new teachers	1
Results displayed by students	1
To use properly, requires involvement of many persons	1

QUESTIONNAIRE FOR DIRECTORS

1. Have you had an opportunity to review any of the catalogs since our last visit? Yes No

   If yes, what input did you provide to your faculty regarding their use?

   _____

   _____

   _____

2. What effort has been made to coordinate V-TECS programs in your school?

   _____

   _____

   _____

3. What joint efforts have been made in the area of curriculum coordination between your school and others in your area?

   _____

   _____

   _____

4. On a scale from 1 to 6, with "6" as high and "1" as low, what is your overall evaluation of the V-TECS program?

   _____

   Explain, please: _____

   _____

   _____

   _____

   _____

   _____

V-TECS CURRICULUM EVALUATION INTERVIEW SCHEDULE

1. Name: _____ 2. Date: _____

3. Interviewer: _____

4. Type of Catalog: _____

5. School: _____

6. Including this year, the number of years teaching this curriculum? _____

7. Type & years previous teaching experience:

Years	Type
_____	Military
_____	Junior High School
_____	High School
_____	Junior College
_____	College
_____	Other (please explain) _____

_____

8. If you used the catalog this past fall, are you presently using it? Yes No

If No, why not? (be specific) _____

_____

_____

_____

9. If you did not use the catalog this fall, but indicated you intended to use it this spring, are you now using it? Yes No

Yes Form

If No, why not? (be specific) _____

_____

_____

_____

10. If you have recently received a catalog, are you now using it? Yes No

14. Number of students in classes using V-TECS materials: ___

15. Do you use the entire catalog or just part of it:
All Part

16. Is the reading level of the catalog appropriate for your use? Yes No

IF NO Explain: _____

_____

17. What percent of the time do you use the catalog in your course?

0-25% 26-50% 51-75% 76-100%

18. How is the catalog used?
a. supplementing V-TECS with regular materials, or
b. supplementing regular materials with V-TECS

19. Is the format (arrangement) of the catalog appropriate for use in your class? Yes No

IF NO Why not? _____

_____

20. Are the performance objectives for each task clearly stated? Yes No

IF NO How could they be more clearly stated? _____

_____

21. Do the job performance guides follow the performance objectives closely? Yes No

Yes Form

22. Does the catalog adquately identify all the job performance requirements for your field? Yes No

IF NO Why not? _____

_____

23. Do you emphasize in your teaching those tasks performed most often by people actually working in the field? Yes No

24. Did you find the catalog adaptable to your particular program situation in this school? Yes No

IF NO Why not? _____

_____

25. Do students have access to the catalogs? Yes No (IF "NO" SKIP TO 33)

26. To what percent of the catalog do students have access?

0-25% 26-50% 51-75% 76-100%

27. Were pages of the catalog duplicated or xeroxed and handed out to the students? Yes No

If not, how was this handled? _____

_____

28. Were the students able to read the material and understand it on their own? Yes No

IF NO Why not? _____

_____

29. Are the directions for using the catalog stated so that the student clearly understands what is expected of him? Yes No

30. Do students progress at different rates through the catalog? Yes No

Yes Form

IF NO Why not? _____

_____

31. Is supplementary instruction provided for less advanced students? Yes No

32. Did all students begin with the first lesson in the catalog? Yes No

33. Was the catalog used as a guide for developing individualized instruction (Manuals, job sheets, workbooks, modules) for use in your class? Yes No (IF "YES" SKIP TO 35)

34. Do you plan to develop such materials in the near future? Yes No

35. Do you keep records of job-centered tasks mastered by the students? Yes No

36. Are performance objectives (either written or oral) provided to students prior to instruction? Yes No

37. Are the performance tests and check-out activities given in the catalog appropriate for your teaching situation? Yes No

IF NO Why not? _____

_____

38. Do you use the "instructor's activity checklists" provided in the catalog? Yes No

IF NO Why not? _____

_____

39. Do you use your own checklists or critique sheets to evaluate students? Yes No

40. Are students tested on the basis of actual performance of tasks? Yes No

41. How do you grade your students? _____

_____

_____

42. Did the catalog help you in analyzing tool, equipment, supply and instructional material needs for your classes? Yes No

IF NO Why not? _____

_____

43. Were you able to use the catalog with existing materials and/or media? Yes No

44. Were you forced to order additional materials and/or media in order to use the catalog? Yes No

45. Do you use the catalog to update and revise your program objectives and/or course outline used in your classes? Yes No

46. Is a higher level of math skills required for students using V-TECS materials, as compared to those using the regular curriculum? Yes No

47. Is the catalog used for coordination of instruction between your program and either secondary vocational or post-secondary schools nearby? Yes No

IF NO Why not? _____

_____

48. Would you be willing to attend a workshop of faculty in your area who teach the same subject matter concerning curriculum coordination? Yes No

49. Since receiving this catalog, have you met with another faculty member who teaches the same subject matter about the content of the catalog? Yes No

50. Has this catalog been helpful in coordinating your efforts with the needs of industry? Yes No

Yes Form

51. Has your CRAFT committee had an opportunity to review the catalog?. Yes No

IF YES, What input did they provide regarding its' use?

_____

_____

52. Are you familiar with the guide "Using V-TECS Catalogs in Advisory Committee Reviews"? Yes No

53. What recommendations or comments can you make concerning the catalog?

_____

_____

_____

54. Could you have used the V-TECS catalog more effectively if you had been provided with more in-service training on the use of the catalog? Yes No

55. What type of program would best suit your needs?

_____

_____

56. Do you have a copy of Trade and Industrial Education (Teachers' Handbook)? Yes No

(For Carpenters Only)

57. Do you have a copy of Residential Carpentry? (the red carpentry book from Oklahoma) Yes No

58. How does it compare to the V-TECS carpentry catalog?

_____

_____

_____

V-TECS CURRICULUM EVALUATION INTERVIEW SCHEDULE

1. Name: _____ 2. Date _____

3. Interviewer: _____

4. Type of Catalog: _____

5. School: _____

6. Including this year, the number of years teaching this curriculum? _____

7. Type & years previous teaching experience

Years	Type
_____	Military
_____	Junior High School
_____	High School
_____	Junior College
_____	College
_____	Other (please explain) _____

_____

8. If you used the catalog this past fall, are you presently using it? Yes No

If No, why not? (be specific) _____

_____

_____

9. If you did not use the catalog this fall, but indicated you intended to use it this spring, are you now using it? Yes No

If No, why not?(be specific) _____

_____

_____

No Form

10. If you have recently received a catalog, are you now using it? Yes No

If "No" on #8 or #9:

54. Would you use the V-TECS catalog if you were provided with in-service training on the use of the catalog? Yes No

55. What type of program would best suit your needs?

_____

_____

_____

56. Do you have a copy of Trade and Industrial Education (Teachers' Handook)? Yes No

(For Carpenters Only)

57. Do you have a copy of Residential Carpentry? (the red carpentry book from Oklahoma)? Yes No

58. How does it compare to the V-TECS carpentry catalog?

_____

_____

_____

= = = =

No Form

51. Has your CRAFT committee had an opportunity to review the catalog? Yes No

If YES, what input did they provide regarding its' use?

_____

_____

_____

54. Would you use the V-TECS catalog if you were provided with in-service training on the use of the catalog? Yes No

55. What type of program would best suit your needs?

_____

_____

_____

59. Do you plan to use the V-TECS catalog in your subject area? Yes No

If Yes, when? _____

If No, why not? _____

_____